

The Calumet BOILERMAKER

"The Voice of the Students, By the Students"

Vol. 5 No. 8

PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA

Wednesday, April 30, 1958

HAWAIIAN SUNSET BIG SUCCESS



Spring Formal Attracts 80 Couples

The spring formal, Hawaiian Sunset, presented by the Student Council on Saturday night, April 19, was the best dance of the year, according to the eighty couples who attended the affair. The girls were beautiful in their pastel formal dresses, the music by Mickey Isley was dreamy, and the decorations transformed the Lounge to resemble far away places.

The Lounge was created into a Hawaiian vacation land. The upper entrance was decorated with palm trees, and, as couples proceeded down the steps into the Lounge, they were greeted by a Hawaiian beach scene, complete with water skis, fish and a mermaid. Dancing around the Lounge, one seemed to be in the cool outdoor air, surrounded by palm trees and outdoor life, with a blue crepe paper sky above. The band was housed in an authentic thatched hut, made up of logs and having a straw roof.

Entering the cafeteria one could see couples sitting at tables in a Hawaiian garden. Each table was complete with a miniature palm tree, and the couples ate and drank refreshments by candlelight. The whole evening was enjoyable to all who attended, and when Mickey Isley ended the dance with "One O'Clock Jump," there were many who would rather have stayed on longer.

The decorations committee worked far beyond the call of duty Friday night and all day Saturday.

The committee's co-chairmen, Gary Haertel and Carl Humecki, had valiant assistance from Bill and Gilbert Opperman (those were his fish and mermaids on the north wall), Pat Stodola (whose fountain fell over after he had worked on it for many hours), Jan Searis, Wally Obara, Harry Rebey, Karen Daniel, Annette Miller, John Eckert, Darlene Hartman, Bob Saunders, Ed Birt, Karen Cinotti, and Bob Goodman. Golden Richmond, Abbron Yates, Eugene Taylor, Melvin Ward, and Orville Whitaker, built the thatched hut that held the band. Mary Haburay and Joyce Nemeth with the assistance of Terry M. McCullough decorated the cafeteria and the beautiful tables (complete with palm trees and pineapples) that held the refreshments. Jerry Engerski was the very able ticket chairman.

Charlotte Rencenbarger was in charge of the chaperones and

guests: Mr. and Mrs. M. E. Gyte, Mr. and Mrs. Richard B. Combs, Dr. and Mrs. Winston Cone, Dr. and Mrs. Kenneth Wilson, Dr. and Mrs. William Jones, Dr. and Mrs. Henry Sharp, Mr. and Mrs. Dale French, Mr. and Mrs. C. Zacher, Miss Sigrid Stark, Mr. Charles Tinkham, Mr. and Mrs. W. Obara, Mr. and Mrs. J. Engerski, and Mr. and Mrs. Paul Marlowe. Mrs. French, Mrs. Gyte, Mrs. Sharp, and Miss Stark served punch and coffee during the evening.

A special thanks goes to Mr. and Mrs. Gus Andrews of the LaSalle Grill for furnishing coffee, and to Mrs. Catherine Hall who helped serve all evening. The firms that donated decorations were Carson, Pirie Scott & Company, the Edw. C. Minas Co., Goldblatt's and Gallagher's Boats.

Many party faithfuls showed up and worked all Sunday afternoon cleaning up and restoring the furniture in the Lounge and cafeteria. Only the programs made by Gary Haertel, Annette Miller, and Joyce Nemeth remain to remind us of the Hawaiian Sunset, but we all agree that it was great fun.



SCIENCE FAIR DRAWS 6,000

The Calumet Regional Science Fair, held at the Purdue University Calumet Armory and Lounge on April 12 and 13, attracted crowds totalling nearly 6,000 visitors. The entire floor of the Armory and sections of the Lounge were covered by 287 exhibits displayed by grade and high school students. There were entries from almost every high school in the Calumet area and from many elementary and junior high schools.

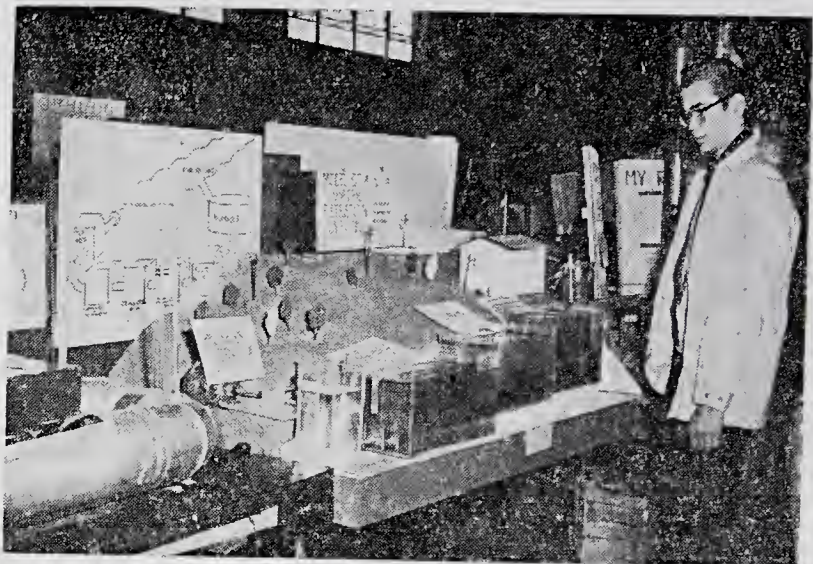
Virtually every field of science was represented. There were several entries dealing with rockets and space travel, including "Design of a Rocket Engine," "Experiments with Life in a Container on Mars," and "Satellites and the Launching of Rockets." Other exhibits were entitled "Construction of an Astronomical Spectroscope," "Construction and Equipment for Cultivation of Microbiological Organisms," "Dwelling with Sound," and a unique entry, "The Incubation of Chicks."

The first-prize winner was David Eartly, a 16-year-old junior at Bishop Noll High School. His prize-winning exhibit was "The Electron Microscope," which cost approximately \$700 to build. The electron microscope is used to view objects that the ordinary optical microscope cannot make visible. Electron microscopes have been used to photograph actual molecules of some substances. Eartly had entered a similar microscope in last year's Science Fair, but it had failed to work. This year he won an expense-paid trip to the National Science Fair, to be held in Flint, Michigan, May 7-10.

The second prize winner in the Senior Division was Robert Lehman of Thornton Fractional South High School. He will also attend the National Science Fair.

Student Picnic

A student picnic, sponsored by the Student Council, will be held May 17, 4:00 p.m., at Miller Beach in Marquette Park, Gary. All PUCC students are urged to attend and may bring guests. Wieners and buns will be supplied, but students are advised to bring their own lunches. To add spirit to the occasion there will be hikes, games, and a bonfire. This will be the last student outing of the year.



Prof. P. Vincent Flannery, instructor of physics at Purdue University Calumet Center, was the Science Fair Director. Many civic, industrial, and educational groups worked with Prof. Flannery in presenting the Science Fair. There were advisory committees from the junior and senior high schools and the Industrial Advisory Committee, headed by Prof. Richard J. Combs, Assistant Director at P.U.C.C. There was also the University Committee, consisting of Mr. Rhodes, Mr. Anderson, Dr. Wm. A. Jones, Mr. Schlosser, Mr. Malone, and Dr. Tuckey. The Student Committee consisted of Jerry Engerski, Jerry Arcella, Olga Kalis, Jim Kokenis, Margaret Mabins, Charlotte Rencenbarger, and the Circle K Club.

Dr. Cone Promoted to Associate Professor

Dr. L. Winston Cone, Assistant Professor of History and Government, was promoted to the rank of Associate Professor of History at the April meeting of the Board of Trustees of Purdue University.

Dr. Cone received his B. S. from the University of Massachusetts, his M.A. from the University of Illinois, and his Ph.D. from the University of Chicago. He has been a member of Purdue Calumet Center's faculty since 1948, with the rank of Assistant Professor since 1951.

Dr. Cone taught at the University of Illinois and John Marshall Law School in Chicago before joining the Purdue Faculty.

Summer Session

Advance registration for the 1958 Summer Session at P.U.C.C. is being held now through May 21. Most courses offered during the academic year are also offered in the Summer Session. However, there are many courses offered in the Summer Session that are not offered during the regular year.

Bacteriology (Bact. 212) and Physiology (Zool. 371) are special courses offered in the natural sciences, and Social Psychology (Psy. 340) is a special course offered in Psychology. In Engineering Science, Statics and Dynamics, (ESc. 204) and Mechanics of Materials (ESc. 312) are offered. The English Department offers a special course, American Humor (Eng. 456), and the Physical Education Department offers three courses totaling nine credit hours. The complete Summer Session bulletin is available in the main office to all students.

LAST FACULTY SQUARE DANCE

The last faculty square dance of the year was held Saturday night, in the Student Lounge. Mr. William Rich was the talented caller. Some 12 faculty couples and guests "swung their parners." The committee, Mr. and Mrs. William Stock, Dr. Milton Yusem, and Dr. and Mrs. Winston Cone served sandwiches and coffee at the end of the evening.

The Calumet BOILERMAKER

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STUDENT OPINION

It has come to our attention that many of our readers have expressed the thought that the opinions set forth in the Boilermaker are not those of the student body as a whole, but of those few students who seem to be in all the activities here. The question is, is this our fault?

In the first place, how does the Boilermaker staff arrive at what it calls 'student opinion?' We take a poll. Whom do we ask? Anyone within asking range who will take a few minutes to sit down and write what he thinks. How many people take the poll? One or two. How many people does it reach? Comparatively few. Why? Because there are approximately ten people on the Boilermaker editorial staff, and we can't reach everyone. Is this our fault? It is doubtful. With all the work that must go into the printing of a newspaper, a handful of people can't possibly reach the whole student body, and we can't possibly ask all the students' opinion on every article which is to be printed. A good poll takes time and a lot of explaining and question asking. How many people can one or two reporters reach in an hour between classes? What can we do about it? We can get more people to work on the Boilermaker staff. Or can we? There are a few people who write all the articles for each issue of the Boilermaker unless one of the staff can beg, bribe, or intimidate an "outsider" to write something, or by some miracle to join the staff itself. Why should this be? Why is it that the students complain that their opinions are not expressed, but will not take time to sit down and write a Letter to the Editor? You can write one, you know. We won't chase you away. In fact, it just could be that we'd print it. All it takes is pen, paper, a little ingenuity, and the ambition to walk down to the Boilermaker office and turn it in. It is the practice of most college newspapers to accept any reasonable letters they receive. Why not try writing one instead of coming to one of the staff and saying "I don't like this or that" and then leaving it up to us to write your opinion—student opinion? Isn't this exactly what has been complained about? Or perhaps the students gripe about something to friends and the Boilermaker never hears about it. How can we print what we don't know about? If the complaint or praise is justified, it is up to you to see that it is put in the paper. Granted, it is our business to find out what is going on, but how can we if we don't even have enough people to do the regular work? A college paper should be put out at least once a week, but we can't even beg, borrow, or steal enough workers to get it out on time once a month! Hasn't anyone ever thought of volunteering? We just might need you. Where are all the people who complain of not seeing student opinion in the newspaper? You can't have a good paper without people who are interested in what it does. Let's see some of them in Room 5. This is supposed to be a student publication—your newspaper. If you want to see it improve, it is up to you to do it.

This holds true for all activities. How can the Boilermaker or the Student Council function efficiently unless there are people who will take some of the responsibility. The Student Council can't possibly carry on all the activities which you would like to see here at P.U.C.C. unless you, personally, are willing to help. This is not for the "other fellow." We have enough of them. And the Boilermaker can't print news unless there is news to print. Who makes the news? Students carrying out a variety of interesting activities.

If you want a well-run school, good activities, and a good student newspaper, get out and join instead of griping about what is not being done. Start a crusade if you like, but at least do something! This is a challenge to every student at P.U.C.C., and we hope you will take it seriously.

T. I. NEWS

The Purdue University Technical Institute Alumni will hold its annual dinner in honor of this year's Technical Institute graduates on the evening of May 17, in the school lounge.

The main speaker of the evening will be Dr. Frank Martin, Manager of Research and Development, Inland Steel Co. Mr. Harry Rountree, Head of the Technical Institute from Lafayette, will deliver some comments.

This year's graduating class consists of thirty students. The Purdue University Technical Institute Alumni cordially invite this year's graduates, their families, and friends to attend.

THE CIRCLE "K" NEWS



Seated on the left—Prof. F. F. Schlosser, Faculty Adviser for the Circle K. Standing, first row left—Mr. Claire Osterle, President of the Hammond Kiwanis. Standing, extreme right front—Mr. Carl Tyler, Lt. Governor of Northern Indiana District Kiwanis International. Standing, extreme right rear—Mr. 'Bo' Goodnight, Governor of Indiana District Kiwanis International.

In view of recent events, we feel it necessary to qualify the position of the Circle K in student activities. Since the Circle K Club is sponsored by the Kiwanis International, our ideals and objectives are parallel to those of the Kiwanis. A few of these are: (1) to promote fellowship, interest in public affairs, community service, and to encourage good citizenship and the American way of life; (2) to help the school to make its students conscious of our basic American and Canadian ideals, and of the responsibility of preserving them; (3) to assist the university in social, academic, and rehabilitation problems in projects sponsored by the club. Since we are a service organization to the school as well as to the community, we are pledged to help with any student projects which we feel may need our assistance for their successful completion.

ance for their successful completion.

The Circle K here at the Center is sponsored by the Hammond Kiwanis. Since it is chartered by Circle K International, it is under its jurisdiction. The structure of the club is as follows: Board of Directors, President, Vice-President, Secretary and Treasurer. Standing committees include the Public Relations Committee and the Projects Committee; special committees are created by the Board of Directors and are voted on by the membership.

When a project is proposed, it is submitted to the Board of Directors which consists of the four club officers and four members elected at large. This body deliberates the advisability of accepting or rejecting the proposal in the light of

(Continued on Page 6)

Congratulations to Science Fair

Congratulations to the grade and high school students who participated in the Calumet Regional Science Fair held at Purdue University Calumet Center. They are to be commended for their demonstration of the scientific thinking of school students. The Science Fair was proof that American youth is interested in scientific advancement and that our schools are doing a commendable job in helping students develop their knowledge and ability in the fields of their special interests. The variety of exhibits showed the differences in scientific goals of the young people. There were divisions of biology, zoology, electricity and electronics, chemistry, physics, astronomy, mathematics, botany geology and general science.

The students are to be commended and encouraged to continue in their scientific endeavors. They should realize that they have a very important part in the future of America and of the world. Science is a great arc in the wheel of progress in other facets of our society. Progress must be made also in government, economics, philosophy, religion, and in many other fields. In encouraging young people who show an interest in science, let us also encourage them to be mindful of the other phases of our society, for progress of the whole of our society depends on the progress of its many parts.

Congratulations and thanks should also be made to the adults who made the Science Fair possible. Prof. P. Vincent Flannery and those who worked with him are to be commended for a job well done. They did a very good and an important thing for the youth of the area, and we shall see its results in the years to come.

Special mention should be made of the Purdue University Calumet Center students who assisted in the preparation of the Fair and of those who acted as guides at the Fair. They showed how the college student is also interested in helping youth advance itself. Finally, the Science Fair demonstrated how individuals of all ages can work together and produce a social and scientific good.

Dreams May Be Nightmares

(ACP)—From the University of Minnesota Daily

At one time it was the dream of many parents that their offspring would become the President of the United States. Today the contemporary parent dreams that his son or daughter might become an engineer and thus, the technical savior of the world. We see that this change in nocturnal thoughts may become a nightmare.

With the great emphasis now being given to science and engineering, we see a danger in forgetting the continuing importance of the liberal arts. Athelstan Spilhaus, dean of Minnesota's Institute of Technology, appears to see this same danger. He said recently, "One must know and understand the interest of others. So I appreciate the value of a liberal education."

Underlying the danger of too much emphasis on technology is the lack of real leadership both at the national and local levels. Perhaps we are passing through a low cycle of leadership, but we see the possibility of never reaching the heights gained during the early twentieth century, for example. It is too easy for a nation to pride itself on technical achievement and neglect or forget what is just as important—political and moral leadership.

We ENCOURAGE the men of science to continue their work in making a better world for us to live in. We only hope that other areas of learning such as the liberal arts will not be neglected as a result. The country and the world are also in need of leadership other than the scientific variety.

Debris Notice

The Debris, the Purdue year-book, will soon be available to students. Regardless of the fact that you attend an extension center, you are a part of Purdue wherever you might attend your classes. Pride in the school and in the work you are doing is essential. Keep a record of the years you are studying so that many years afterwards you can keep with you a part of Purdue that will linger long after you complete your job here.

To request copies of the Debris, students may obtain order blanks in room 5. Students may save money by ordering the Debris early.

Pointed for Purdue

- April 30—Date after which a student must receive a grade in a course.
- May 3—Freshman Placement Tests.
- May 3—Professional Foremanship Dinner.
- May 5—Pre-registration for the Fall Session begins.
- May 17—Technical Institute Dinner.
- May 21—Last day for pre-registration for the Summer Session.
- May 28—Classes end.
- June 1—Commencement at Lafayette.

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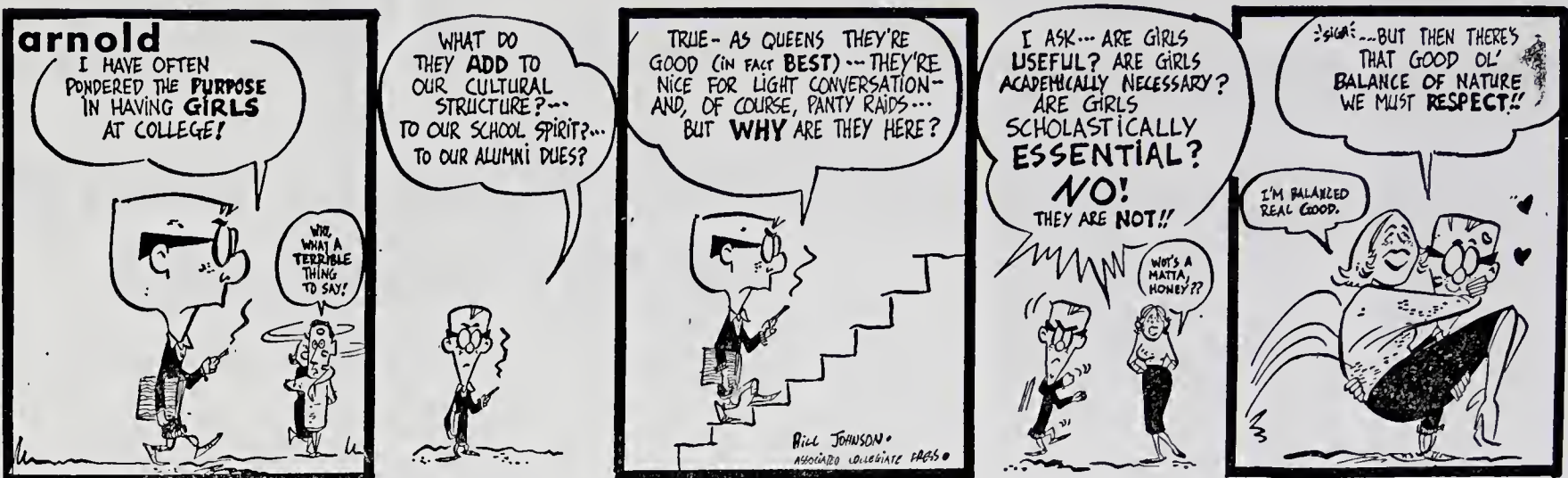
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SCHOLARSHIPS OFFERED AT PURDUE

Any student who plans on continuing his college education should begin now to consider which college or university he or she will attend next fall. Most students here will probably go to another college in Indiana or continue at Purdue. Some of you, no doubt, will not plan to attend any college next fall because of lack of funds. If you find yourself in either category, we suggest that you investigate the scholarships, grants-in-aid, fee-exemptions, and loan funds offered by Purdue. Perhaps many of you have not thought about financial assistance before because you felt that getting a scholarship was close to impossible. Some scholarships require high grades and special examinations, but the majority require a 4.0 to 4.5 scholastic average. Important considerations in scholarship awards are personality and need of financial assistance.

We realize that often students do not bother to inquire about scholarship possibilities and that most of the students know little or nothing about the different types of funds this University offers to help its students. In the April and May editions of the Boilermaker, we will list a number of scholarships which we hope will be of interest to P.U.C.C. students.

PURDUE ALUMNI SCHOLARSHIPS

Awarded to Indiana and out of state residents. Amount depends upon need and available funds but usually exempts fees and tuition. Based on scholarship tests, character and leadership ability. Required index for smaller scholarship is 4.1 or higher; for larger scholarship, 4.5 or higher. Renewable for 4 years.

UNIVERSITY MERIT SCHOLARSHIP

Tuition and fee exemptions of \$65 per semester to Indiana residents and \$187.50 per semester to non-residents. 4.5 cumulative and 4.0 index for preceding semester required. Based on scholastic ability and personality. Renewable for seven semesters.

LOUIS ALLIS COMPANY SCHOLARSHIP

\$500 to a junior in EE; \$250 payable each semester. Based on engineering skill, aptitude, character, and leadership. Recommendations required from EE faculty member. Company will offer recipient job for the following summer.

AMERICAN STEEL DREDGE COMPANY SCHOLARSHIP

Up to \$500 per year for each recipient. Preference given to students in ME, from Northern Indiana or from Allen county. Company will offer summer employment if desired.

CECO STEEL PRODUCTS CORPORATION SCHOLARSHIP

\$500 to a junior in CE or ME. Based on need, ability and Purdue minimum scholarship requirements. Renewable in senior year if work is satisfactory.

CINCINNATI MILLING MACHINE COMPANY SCHOLARSHIP

Awarded to students in CE, EE,

ME, MetE, of Engineering Sciences. Based on financial need, scholastic record and character. Amount determined by student's need. Renewable yearly. Summer employment offered by company.

DOW CHEMICAL COMPANY SCHOLARSHIP

Open to students in Met. E. Based on scholastic record, ability, character and financial need. Preference given to second semester freshmen and first semester sophomores; amount determined by student's need.

FRANK MEMORIAL SCHOLARSHIPS

\$500 per year awarded to a junior in EE. Based on scholastic record, character and financial need. Renewable in senior year if work is satisfactory.

GENERAL MOTORS

Five scholarships of \$200-\$2,000 per year depending upon individual. Based on character and ability. 5.0 semester and cumulative index and examination required. Renewable for 4 years determined by achievement record.

OSCO DRUG COMPANY SCHOLARSHIPS

Tuition and fee exemption for Indiana residents and non-residents in the School of Pharmacy. Awards made to sophomores, juniors and seniors. Renewable upon maintenance of satisfactory scholarship.

PROCON SCHOLARSHIP

\$500 to students in CE or ME. Based on scholastic ability, leadership and character. Recipients may not hold any other scholarship.

RCA SCHOLARSHIP

\$800 per year to student in EE. Based upon recommendation of School of EE faculty and financial need. Renewable yearly.

A student may apply for a scholarship by taking the Purdue Scholarship Qualifying Test, or by application for a specific scholarship to the company or persons which offer it. Arrangements to take the Purdue test may be made by writing the Director of Admissions, Purdue University, West Lafayette, Indiana. The Purdue Scholarship Committee then determines the student's need and the scholarship which he will receive. Further information can be obtained in the P.U.C.C. office or by consulting the handbook, "Financial Aid for Students."

LOST—One dignity while bouncing down a flight of stairs. If found, please call WE 7-5357. Ask for Roly-Poly Ron. No reward.

CO-OP HOUSES

The change from an extension center to the Purdue University campus can be made easier financially—if you live in a student co-operative house at Purdue. Living in a student cooperative can be compared to having a \$400 scholarship for school—for that's the amount saved in room and board by cooperative members. That \$400 is nearly half the cost of living in the other residences. The average yearly cost of room and board in the cooperatives is \$400 to \$500.

Cooperatives offer the desirable feature of other housing organizations—at a much lower cost. They have the friendly, homelike atmosphere, and offer the friendships found in the fraternities and sororities. They guarantee their members the same freedom of choice of what to do in their spare time that is offered by the residence halls and private housing.

How can cooperatives cut living costs in half? The most obvious answer is that the members do most of the work that is involved in running the house. The work amounts to about five hours per week per member. But that's not the only reason for the savings. Investment in the wooden frame houses is relatively low, as is the cost of repairs and improvement. Most of the monthly house bill, which averages about \$50, can be spent for food. Co-op meals are equal in quality and quantity to those served in the other housing units, and there is always opportunity for free between-meal snacks.

Although co-ops were organized to save the student money through cooperative work and low cost housing, they are not a 'poor boy's home.' They are student managed and governed. With the exception of matters which apply to all university students and come under university control, all decisions affecting the operation of the individual cooperatives are made by the members.

Young men and women entering the university next fall are eligible to live in any of the ten men's and four women's cooperatives. Prospective members may apply this spring and their applications will be considered by the present co-op members. Financial need and promise of high scholarship are considered by the co-op residents in selecting new members, but these two qualifications are not the only ones. A person's promise of contributing to the house and of being able to get along with the other members are important. He must be able to cooperate because cooperation is necessary to reduce costs. Application blanks for membership and further information about cooperative house may be obtained by writing the Student Cooperative Association, Membership Chairman, Purdue Memorial Union, West Lafayette, Indiana.

BOILERMAKER TRAINING OFFERED

During May, the Boilermaker will undertake a training program for any students who are interested in gaining newspaper experience. The purpose of this program for any students who are interested in gaining newspaper experience. The purpose of this program is to equip students who are continuing at P.U.C.C. to fill editorial and managerial jobs which will be open next fall. The program will include work in news-writing and editorials, circulation, and layout.

All students who are interested will be shown step by step, how an issue of the Boilermaker will then be put together. Each student will be given an assignment in the particular field he or she has chosen. Any student wishing to work with the editorial staff will assist the Editor and Associate Editor in getting out the May issue, and will also be given a news or feature article to write. Those interested in the business staff will work under the direction of the Business Manager and the Secretary.

Upon completion of the May issue, each trainee will be asked to write an evaluation of the Boilermaker as a newspaper, giving criticisms and suggestions concerning staff organization, efficiency of operation, and quality. He will be asked to include his ideas on what should be included in the responsibilities of the job he has worked on and to suggest possible improvements. The evaluation will be read by the Editor, Associate Editor, and Business Manager, and on the basis of these and the actual work done by the students; recommendations will be written to the faculty advisors. These recommendations will be considered by the advisors when appointing the new Boilermaker officers next fall.

Any students interested in the Boilermaker training program should contact Golden Richmond or Bobbi Somers, in Room 5, or Mr. Tinkham. Dr. Tuckey or Miss Stark in Room 101, Mr. Malone in Room 222 by May 9. This program will begin on May 12.

Lance Unlimited

Dear Lance:

I am still in grammar school, but you are the only one who can help me. I have a girl friend who insists on sitting on my lap. She weighs 200 lbs. How can I politely refrain her from doing so? She is bigger than both of us.

N. Onymus

Dear N. O.:

She sounds like your first crush! If it doesn't kill you, you'll probably outgrow it.

* * *

Dear Lance:

When I'm out with my girl, her muscles embarrass me. She's even broken my wrist while Indian wrestling. I really like her, so how can I solve my problem?

Chuck Atlas

Dear Chuck:

I am sending you a booklet entitled, "You, Too, Can Be Muscular-bound in 100 Easy lessons or 79½ Hard Ones." It never fails—just give her the booklet.

* * *

Dear Lance:

My girl is a braggart. She's telling everyone about how she always beats me in Tiddly Winks. How can I break her of this habit?

Embarrassed

Dear Embarrassed:

Get her interested in another hobby—maybe alcohol. She'll give up bragging and turn to drinking.

Leo, the lion, was feeling very mean one day. He set out through the jungle looking for trouble.

He grabbed a tiger. "Who is the king of the jungle?" he demanded.

"You, O Mighty One," answered the tiger.

He grabbed a gorilla and demanded, "Who is the king around here?"

"You, All Mighty Leo," replied the gorilla.

Then he met an elephant, stopped him, and roared, "Who's the boss of the jungle?" The elephant picked him up with his trunk, whirled him through the air a few times and banged him against a tree.

Leo got up feebly and said crossly, "Just because you don't know the answer is no reason to get sore."

* * *

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Who Is "Napping"?

Everybody Criticizes American Educational System

By Walter Hartmann, Instructor of Psychology, P.U.C.C.

Everybody is against sin and for education. But of course, we all know now that American Education is in a mess: the Russians scored first in the cold war game of celestial basketball.

So, now everyone is in the act, crying havoc and prescribing cures—history professor and admiral, Life and the Calumet Boilermaker, the latter entering high school seniors and college students in to the arena (March 31, 1958). Not all opinions are equally sound. Not all answers are right. But sound opinions and right answers are much needed. "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed." (Alfred North Whitehead said this: since he was neither baseball player nor engineer, nor entertainer, nor businessman, his opinion can be ignored.)

I do not have the answers. I feel most strongly and urgently that we have too many answers. We need, I submit, a few good questions.

Education happens to people. Thus, it seems vital that those people enter the discussion. However, the great American notion that everyone is entitled to have an opinion is almost always a misunderstanding: an opinion is a superstition or a prejudice unless it is based on understood and organized facts and on concepts that have extensional meaning. (The latter are rare in our society, and most urgently needed; a well-nigh indispensable means for their cultivation is the acquisition, perusal, and digestion of S. I. Hayakawa's *Language in Thought and Action*.)

The students quoted appear to agree by and large that they are not being adequately prepared for college standards in their high schools, that teachers are too easy and too old-fashioned, that they are not being worked hard enough.

Now, I suggest that the following may turn out to be some elementary but good questions for anyone to play around with who is seriously concerned with his education, that is to say: with his survival and his pursuit of happiness.

Specifically, in your life, what was and is "Education"? What happens, exactly? Why is it happening? How did it come about that specifically this happened to you? What would you like to have happen as you become educated? Why?

When you have answered these, you may be able to deal with the

questions raised by the article referred to (discarding the opinions expressed as useless): what are college standards, exactly and specifically? Where? What are adequate standards, in high school or college? Adequate for what? (John Dewey taught, "Education is not for life, education is life." Robert M. Hutchins wrote that colleges are designed primarily not to teach how to acquire riches and power, but to demonstrate how to "develop wisdom and understanding." Is either or both right? What about adequate standards for either viewpoint?)

It seems to me a fantastic tragic comedy that we should be stampeded into critically examining our educational system by a technical achievement in Russia. Our technicians duplicated the achievement in short order, and could have anticipated it. But surely such cold war propaganda considerations are a little inadequate for system-doubting our entire educational system? And it is not slightly ludicrous to imply that what we need is the adoption of the Russian system because the Russians produced good engineers and scientists—as if we did not (except for the first stage, "Explorer" was designed in toto by American-trained people—if this matters).

The excited Admiral Rickover is wrong: there is nothing surprising, nothing to indicate "something fundamentally wrong" with American Education in the fact that a nation three-fourths illiterate a generation ago can in 20 years catch up with us in science and engineering. Do the Admiral and the other panic-stricken worriers about our education think that such knowledge cannot be acquired in very short time by anyone interested? It takes the U. S. Navy just six years to train "primitive" South Sea Islanders, from scratch, to become nurses and "medical technicians" who have learnt as much as 60% of full American medical training, and who seem to fulfill 100% of the functions of a first-class health service.

However, there are serious problems in American education. There have been for many years. And educators and responsible laymen have known and warned for years that we are heading for an outsized smash-up.

But these problems are inherent in our society and how it came to be. They are not soluble by snap-decisions of high school seniors or

atomic admirals, each worried about their own particular approach; and they will not be solved by Moscow.

If you want to discuss problems in education, beyond the questions above, you might start with these facts (there are many others): there are now over three million students enrolled in American colleges and universities. This represents an increase of 45% since 1952; population in the 18-20 age group increased only 2% during this time. Ten years from now, the very high birthrate of the 40's will make itself felt; by that time we'll see six million students.

At the present time, we spend 7/10 of 1% of our gross national product on education. (If you are worried about the Russians: they spend 2%.)

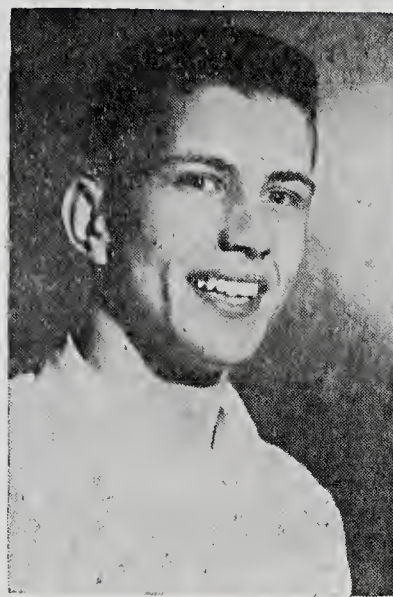
A good salary for full professors in America is \$8,500 per year (in Russia: up to 16 times and more of the average factory worker's salary); the average for all college teachers in America is just over \$5,000; schoolteachers' starting salaries average \$1,000 less than starting workers' in major industry and business (Russia? Any teacher receives on the average three times the salary of factory workers).

3. It is possible to speak, also meaningfully, of an American system of education, a Russian one, etc. In order to make sense, I think we should be aware that the Russian system is not different from those in other European countries, most of which are certainly not inferior to Russia's, in terms of what they are trying to do. In effect, the European system is smaller and much more circumscribed. Strictly speaking, it can be meaningfully compared to only a segment of the American system.

However, it is perfectly possible that we may wish to adapt some of the European features to our education. A European high school and college student undergoes a much more rigorous intellectual discipline and attains a much higher academic level faster than the usual American student. (However, my attempt to comply with the demand implied by this student newspaper—that some "Russian" discipline be introduced into our education—did not get very far: the routine procedure in even British universities, to write papers during vacations, met with marked lack of enthusiasm in a large class here.)

As we examine the European systems admiringly, it is perhaps

Purdue Personalities



JERRY ENGERSKI

Jerry comes to Purdue from Thornton Fractional, where he graduated last year. While at Thornton, Jerry was a high-jumper for the track team, a clarinet player in the band, and a member of the carnival cast. He also played some very good golf.

Here at Purdue, Jerry is a high-jumper on the Student Council, for you see he is Vice-President. He still plays the clarinet. And he is in the carnival cast of Purdue because of his occasional clowning around. His golf he doesn't mention any more.

Last semester Jerry was co-chairman of the big Christmas dance, and he was ticket chairman of the recent Spring Semi-Formal. He is also a very good reporter on the Boilermaker staff.

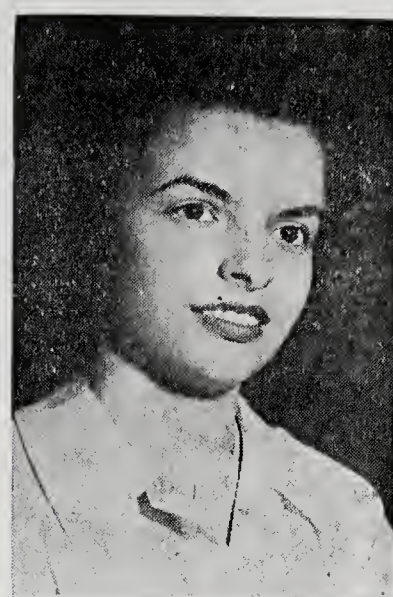
Jerry is a student in the Mechanical Engineering School. He will return to the Calumet Center next fall for his Sophomore year. He is planning to transfer to the campus his Junior year. All of us here wish him the best of luck for the future years.

not altogether irrelevant to remember that among its products were the most highly educated concentration camp commanders and equivalent efficient and senseless murders the world has ever seen.

Perhaps it is unfair to blame the educational system. But recent history suggests that it was pretty inefficient in producing what we would consider "good citizens."

4. In the meantime, I can demonstrate that within the present confused and beguiled American system, you can acquire an academic education at all levels that is at least equal to the best that Europe can offer. You need a little luck—less than the British or European students needs to get into and through higher education; you need intelligence (and if you don't have that, you needn't worry about any educational system); and then you need considerable intestinal fortitude. You do not need money to any great extent.

But this means that you need to use your intelligence to find out what you want, and why. A stud-



CHARLOTTE RENCENBERGER

Purdue gets its students from all over the Calumet Area. This month our girl personality, or rather personality girl, is from East Chicago and she is Charlotte Rencenberger, who was graduated from East Chicago Roosevelt High School last June.

At E.C.R., Charlotte, a Legislator on the Student Council, was a girl's counselor and was on the Booster Committee. She was President of the Y-Teens and in her Junior year was a Girl's State Representative.

Char, or "Charley" as she is called by her friends, well, a few of them anyway, is a Home Economics major. She is an active member on our Student Council. Almost all of her spare time at school is spent working in either the Purdue library or in the office.

Charley has hobbies, too. In fact, she has two. They are dancing and cooking. She loves to prepare Italian style foods the most. And she loves to dance. When it comes to dancing she says that she's "way out there" and that she's "just crazy 'bout dancing."

She is still undecided about transferring away from the Center next Fall. If she does, we will all miss her because she is such a good "sport."

ent body that has only a handful of members to come to an advertised meeting with the faculty to discuss problems of their student life, is not a student body at all. The cry, voiced also in the article referred to, that pupils need to and want to be taught—of all things—to study suggests a passivity among students which really would be a frightening problem.

The concept "system" is a high-level abstraction. There is no such thing as the American system of education. There are American students, their parents, their teachers, and their representatives in government; and there is the interaction between all of them.

The system is as good or as bad as you and I. If there is anything we don't like, you and I must get together to correct it. The first pre-requisite is that we find out, all together, what it is we like and what we have to do and pay to get it.

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LOWDOWN on TESTS

Finals will be here quicker than you can study for them. For those students who are somewhat confused by the ambiguity of Purdue's testing system, we herein wish to manifest our extensive knowledge gained by many years of hardship and endurance on how said system really works. It is not our intention to give you the formula by which you may "beat the system;" we reserve this discovery for ourselves. There are already too many curve raisers around here.

The first type of test which we will consider is the kind commonly known as essay. In the first place, the word "essay" is misleading because the student is usually required to compose a book-length manuscript. We shall take the case of a typical Purdue student, Alegmon D'Clod who shall henceforth be known as Algie. Three of Algie's professors have announced that there will be quizzes at the next class meetings of the Art of Sewage Disposal 402 (a very advanced course for engineers), Underwater Astronomy 631 (otherwise known as Liquid Moon-Gazing), and Comparative Sinapism (the use of mustard plasters vs. witchcraft). Of course, it goes without saying that these "quizzes" all come on the same day.

Algie, our mental genius, realizes that "quiz" probably means a four-hour essay test which will follow one of three forms: The Bluff, The Self-Interpretation, or the If-You-Can't-Beat-'Em-Join-'Em. In studying, Algie does not follow the conventional procedure of reviewing text and material. He is smart enough to check his Horoscope to see if the next day is favorable for passing the tests. He will then consult his mother who is

a palm reader, and, all things going well, he will spend the rest of the night poring over weather charts. Algie, our astute student, well knows the influence of temperature, humidity, and general weather conditions upon his instructor's methods of testing and scoring.

We now find Algie taking his first "quiz," which happens to be in Sewage Disposal. He has prepared in advance for this test by observing that his professor is likely to likely to give type A test, The Bluff. He knows that he can answer his question "How do you dispose of dirty dish water?" by writing vague statements that mean nothing. If he writes enough important sounding words and impresses the professor with his good penmanship, the professor will be so confused, that he will have to give him an A on the grounds that he did not understand what Algie wrote. Neither did Algie, but he got an A, didn't he?

Algie is now ready for his second quiz which is in Comparative Sinapism. Algie knows that his instructor is a busy man and will not have time to read more than one or two of the tests. He, intelligent boy that he is, also realizes that he has not the slightest idea what Sinapism is — he lost his Handy-Dandy-Pocket Dictionary. This quiz calls for the most daring type of strategy, the Self-Interpretation. No matter what the question, Algie will write the recipe for his favorite chocolate cake, and probably get away with it if he makes his writing illegible enough.

The last quiz, Algie realizes, will be the hardest. He knows that his instructor grades every word in the test and takes off five points for every comma misplaced. Our budding genius also knows that he has slept every day during his under water Astronomy class which is quite a feat—underwater. Oh! but Algie has prepared for this hour of judgment by getting "chummy" with Professor Geof-

frey Gallileo.

Then comes the one-question quiz: "Using your Underwater Astronomy chart and boy scout compass, calculate the number of stars in the Milky Way, the distance of the Earth from each of the stars in the Big Dipper, the number of times the dark side of the moon has been turned toward the earth in the last 146 years, the number of clouds over Seattle, and the total number of inches of snow-fall over the Antarctic in the past 17 years. Integrate these with the number on your license plate, and write a brief summary (not less than 5,000 words) giving your reasons (conclusive proof, if possible) that the Dog Star, Sirius, did or did not bite the Warrior. Be sure to include the distance of Betelgeuse and Regal from Sirius in your explanation. Hiat Freud says he did, Mickey Mantle says he didn't. "Opening his quiz, Algie decides he'd better give Professor Gallileo his new Roq Rogers album. If you can't beat 'em, join 'em.

Now we come to the second type of test which is commonly called Multiple Guess. Our wonder boy Algie, is a whiz at these because he takes his Ouija board to class. We will not bother you here with the trials and tribulations of Algernon D'Clod over his next multiple guess test, but we did take a sneak preview (the file cabinet wasn't locked), and we would like to let our befuddled students in on what's in store for them. The following are the directions and a few of the questions from the comprehensive final in all three of Algie's courses. We quote: "The first half of this test is True and False. If the question requires a positive negative answer, circle the F with red crayon; if the question requires a negative-positive answer, circle 'I' with purple ink. If the question requires a negative-negative answer and this exam is given on Friday, make an X over the T with invisible ink; if it is Tuesday, make an O over the F with the same ink. If the question requires just the opposite answer, and it is Sunday, draw a tic-tac-toe diagram, play the game, and if X wins, draw a green square around the correct answer (do not use chalk).

"The second part of this test is multiple choice. Choose the answer that best completes the sentence. If there is more than one answer, mark 3 with an X, and the ones not marked will be graded. If all answers are correct, mark them in the order of preference, but do not mark the one in the middle unless it contains over 5 words. If no answer is correct, write your own in, or if you can't think of one, skip down 4 questions and pick one from the answer list."

1. Rome fell because:
a. She tripped.

- b. They didn't have Gina Lol-labrigida.
- c. She was top heavy.
- d. Their DEW line failed.
- e. All of the above.
- f. None of the above.
- g. One of the above.
- h. Some of the above.
- i. The instructor says so.
- j. Other_____.
2. Mustard plasters may be used for:
a. Fertilizing your Victory Garden.
- b. Fertilizing your Defeat Garden.
- c. Fertilizing your garden.
- d. Fertilizing.
- e. None of the above.
3. Joe F. Fink, while exploring a nearby cavern, was astounded to find Doctor Livingston working for the City Sewage Department. What did he do?
a. Run.
- b. Say, "Dr. Livingston, I presume."
- c. After (b) wiped off his hands on his trousers.
4. Referring to question 3, what

- did the Doctor do?
a. Run.
 - b. Say, "Joe Fink, I presume."
 - c. After (b) thankfully wiped of his hands on his trousers and shook hands with him.
 - d. None of the above.
 - Explain briefly (1-5 words) his reasons for the above actions.
 5. If you take a number, square it, extract the cube root, add two times the reciprocal of the square root of 5, multiply by the number of days in a light-leap year, and subtract your telephone number the answer is:
a. Wrong.
 - b. Directly proportional to Anita Ekberg's measurements.
 - c. $r(3/n2 \text{ add } 2/50) - 18005$.
 - d. The volume occupied by the number of angles that can dance on the head of a pin.
 - e. The number of Mickey Mouse Club buttons in Hong Kong.
- Good luck to Algie and all you aspiring students!



NEW SOUNDS

A rousing round of applause to Capitol for a tremendous dance album by Stan Kenton, "Rendezvous With Kenton." Recorded in Balboa, Calif., at the Rendezvous Ballroom, where he got his original start toward the top of the jazz world, the LP manages to capture the magic of those early day performances. Kenton followers and music fans in general will manifest ecstasy over his approaches to such dance melodies as "With the Wind and Rain in Your Hair" and "Memories of You."

Red Norvo and Jack Montrose score again for RCA-Victor in their latest joint endeavor, "The Horn's Full." Norovo's mastery of the vibes and his partner's know-how as a tenor man add up to better than great results. On several of the 11 tracks, Barney Kessel's sensitive guitar work is heard. Kessel's interplay with vibes and sax puts the album in a top class.

From a new Roulette album comes a talented singer with a different style, Joe Williams. The 45 release, "A Man Ain't Supposed to Cry," gives out with nostalgic ballads like "Say It Isn't So" and "I'll Never Cry Again."

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REFRESHMENT

LOCKER ROOM

By AL JENKINS

If Coach Hayes hasn't pulled his already thinning hair out by now, that event will probably happen by the end of the current baseball season. The record of only seven wins against seventeen losses for the basketball team will look like a hidden treasure compared to the inevitable ending of P.U.C.C.'s second baseball season.

P.U.C.C. plays six games on a home-to-home basis. The first four games, with Thornton Junior College and Navy Pier, can sadly be said to be already in the record book. Two games with Lyon Township Junior College remain to be played.

In the first four games the Boilermaker nine has produced only seven runs on 16 hits, while their opponents have scored 69 runs on 53 hits; 24 of the 69 runs were unearned, but 38 walks and only 23 strike outs show the reason for P.U.C.C.'s miserable success.

After the bombarding Coach Hayes' nine took at the hands of Thornton Junior College, things surely could have not looked much worse, or so it seems. The 21-1 score wouldn't have looked so bad if Thornton's pitcher hadn't walked 16 men and still shut out P.U.C.C.'s "power" for a no hit game.

The return match between these two rivals on P.U.C.C.'s home field was no better than the first meeting as Thornton rang up a 12-2 victory. The only bright spots were P.U.C.C.'s 7 hits and only 3 errors, and the season's first triple play. The triple play started in the fourth inning when Thornton had the bases loaded and Larry Drutis pitched a fast ball down the middle to Thornton's Seliga. He hit the ball on home plate, but the ball proceeded to bounce high into the air and was quickly grabbed by P.U.C.C.'s catcher Ray Ciesielski. He stepped on home plate, to force the runner on third out, fired the ball to Bob Foster on first base, for the second out; then Bob threw the ball to Jerry Fedirchak, who put the tag on Thornton's Elvidge for the third out.

All good things must come to an end, however, for P.U.C.C. was completely outclassed when they encountered an exceptionally strong Navy Pier team. In the first game, played at Navy Pier, P.U.C.C. was as cold as the brisk Lake Michigan breeze that settled on the game. Eleven of Navy Pier's 18 runs were unearned, but the musclemen from Purdue could muster up only 4 hits and 2 runs compared to the 15 hits and 18 runs of Navy Pier.

The same thing occurred again in the two teams' second meeting, with the exception that P.U.C.C. showed a little more power and had good relief pitching from Clyde Rector. Coming in the sixth inning to pitch, Rector held Navy Pier to 2 runs, only one which was earned, and he hit a two-run double. The score was 17-3 that time.

* * *

P.U.C.C.'s bad showing so far can be pointed to three things: hitting, pitching, and fielding. So far the team has shown strength at only four positions: hitting strength at only four positions. They are Clyde Rector at shortstop, Larry Drutis at first base, Bob Foster in left field, and Rich Cantrell in Center field. The remainder of the positions are getting only fair support and they must be improved in order for the team to win.

The team as a whole is a fine ball club but weak in many spots. With a little better pitching from the southpaw pitching staff and a tighter defense, this ball club could be tougher to everyone they play. Injuries, studies, and a lack of that old-fashioned winning spirit when one is behind, are other reasons for P.U.C.C.'s bad showing.

The two remaining games with Lyon Township Junior College can be won, but it will take a lot of work on the part of each player in the club. With a lot of work and a desire to win, the season finish can be a 2-4 record rather than a 0-6 record. Let's go you P.U.C.C. boys and win some games.

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INTRAMURAL VOLLEYBALL

Thursday night, April 24, Eckert's Dummy's won a three-game playoff over the Tequilas in the Intramural Volleyball league. Bob Fuller, John Eckert, John Voss, Clyde Rector, Jack Harkness, Rich Chizmar, Harry Rebey, and Bill Dziadosz of the Dummy's won the first game 15-11. The Tequilas, Ed Olivares, Edmundus Rimkus, Vytautas Ciakas, John Dubeck, Francois Ponce, and Golden Richmond won the tense second game 17-15. The Dummy's retaliated in the third game, winning the series by a score of 15-5.

FINAL INTRAMURAL VOLLEYBALL STANDINGS

Team	Won	Loss	Pct.
Eckert's Dummy's	15	3	.833
Tequilas	15	3	.833
What Me Worry's	12	6	.666
Faculty Slo-Pokes	10	8	.555
Eagles	5	13	.277
Bolsheviks	4	14	.222
'69ers	2	16	.111

RESULT OF VOLLEYBALL PLAYOFF

	Won	Loss	Pct.
Eckert's Dummy's	2	1	.666
Tequilas	1	2	.333

STUDENT-FACULTY BASEBALL GAME

The annual Student-Faculty softball game will be held May 7, 1958, on the P.U.C.C. softball field. Students desiring to play on the student team should contact the Athletic Office in the Armory, as the student roster will include 18 players.

CIRCLE "K" . . .

(Continued from Page 2)
our constitution and by laws.

Because of the completeness of our Constitution and by-laws, there can be no deviation from these statutes. If the proposal is accepted by the Board of Directors, it is then put to the membership for a vote. In all cases the membership has the last word in accepting or rejecting proposals.

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